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**EDUCATION REVIEW**  
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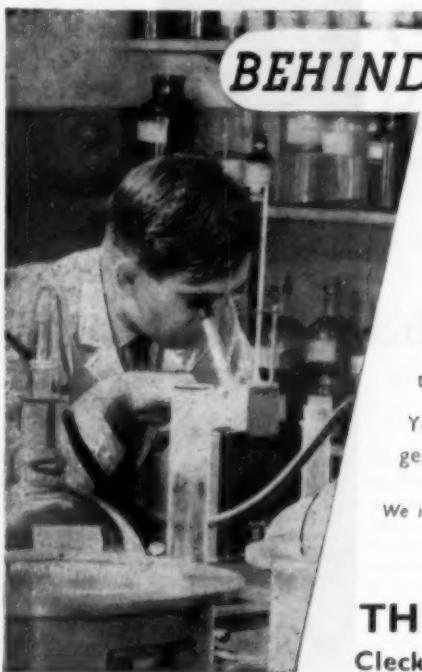
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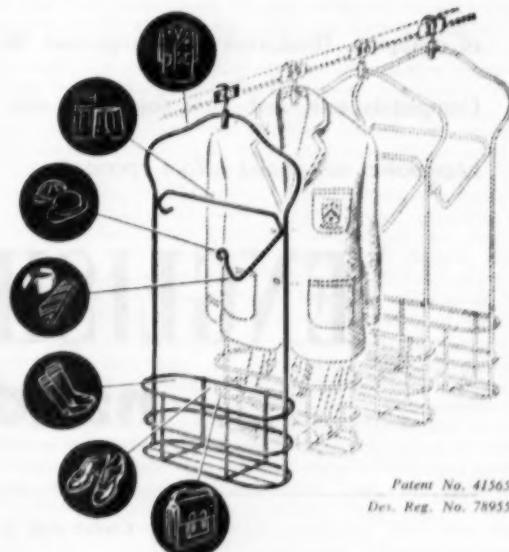
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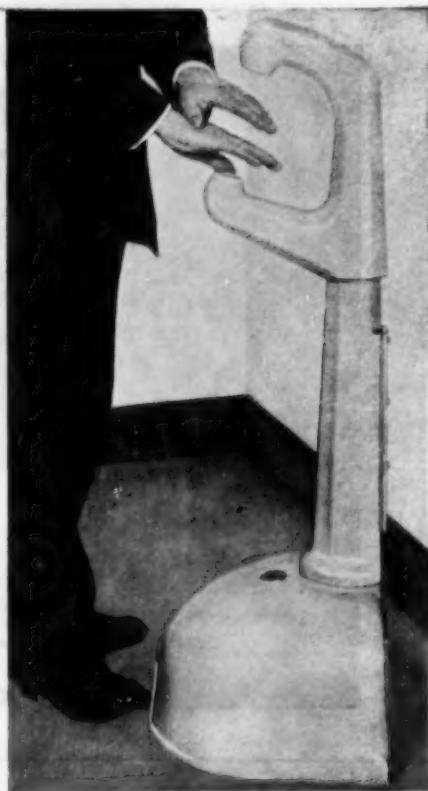
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# SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,356. VOL. CXLVII.

MARCH, 1955

## Religious Education in Schools

BY E. FRANK CANDLIN.

"How these Christians love one another!" remarked the cynical savage, observing the bitter strife among the sects. And nowhere have religious differences aroused such acrimony as in the field of education. We may count ourselves fortunate to live in a day when, for the first time since the State intervened directly in the provision of schools, a substantial measure of agreement has been reached and comparative concord reigns. It is not unreasonable to hope, therefore, that in the ten years of calm since the Butler Act, some useful advances may have been made both in the principles and in the practice of religious education.

In this belief, the Institute of Christian Education—a representative body of teachers, administrators and others directly concerned with education, and having itself no denominational affiliation—appointed a Research Committee to collect information and make recommendations which should "help teachers and administrators to make the most of the opportunity for developing religious education provided by the Education Act of 1944." The Committee has now issued its Report\* and there can be no doubt about either its thoroughness or its value—or indeed about the opportuneness of its appearance.

The endeavour of the compilers has been to give what is needed above everything else—precise facts. Theory we have had in plenty, vague and pious platitudes are the commonplace of every conference. What we really require to know is what is actually happening in the schools. This the Report endeavours to tell us.

There are very real difficulties in an enquiry of this kind. Lacking the opulence of, for instance, a University Department of Education, the Committee have been unable to cover the country as a whole and have had to content themselves with "sample" investigations. Despite a real effort to make the sampling as representative as possible, the method has obvious shortcomings. Not the least is that the enquiry has been limited to England only, for in the field of religious education both Scotland and Wales have a particularly valuable contribution to make. Again, the very diversity in principle and practice which is one of the greatest assets of our educational system and which is particularly marked in religious instruction makes any kind of generalisation attempting to give a representative picture almost impossible. There can be no "average school," "normal practice" or "general opinion": each group of schools, indeed each school, each classroom even, presents a distinct picture. Despite this handicap, the Report nevertheless eschews the path of vague views and impressions, presenting instead a vast, but carefully

ordered, collection of facts from which the reader can select what he requires and from which he can draw his own inspiration for future action.

It was the clear intention of the 1944 Act that boys and girls shall participate regularly in corporate worship and shall be systematically taught the Christian faith and way of life so that they shall, at least, know what Christianity means. For despite the doubts voiced recently on the subject in the House of Commons, most people in this country still feel "that Christian belief and practice are the most secure foundations for the building of a true and enduring citizenship." The Report, therefore, begins by enquiring how the religious teaching in the schools is being organized: how many periods a week are devoted to it, how these are distributed through the school day, and to what extent the "conscience clause" is operating for both pupils and teachers. The importance of distributing the Religious Instruction periods through the day lies in the fact that if all classes take this instruction at the same time it is difficult for the teacher with conscientious scruples to avoid participating. The Committee is particularly concerned that the secondary modern schools should retain at least four of the five periods a week that were customary in the old senior schools, while they feel that time should be found for at least five in the grammar schools—despite the head mistress who declared that "the Bible did not contain sufficient material for intelligent girls to work upon for more than one period a week." Many scripture specialists in grammar schools have adopted the practice of encouraging pupils to take the subject at the G.C.E. examination as a means of securing more periods than would otherwise be granted. Whether Bible study gains or loses in real significance and value by becoming an examination subject remains, however, a matter of debate.

The Report next turns to the content of Scripture teaching—a discussion of the working of the Agreed Syllabus. The development of the Agreed Syllabus idea is traced from the West Riding and Cambridgeshire Syllabuses in the pioneer days of the 1920's, and useful statistics are given to show the relative popularity of those syllabuses that have been adopted outside their own areas. There are some interesting notes, too, on Diocesan Syllabuses and the private syllabuses drawn up by some 291 Independent and direct grant schools. These last were found to be in general inferior to the best Agreed Syllabuses, but have the advantage of being designed to meet the needs of a particular school and, approaching nearer as they do to schemes of work than mere syllabuses, are more immediately practicable for the teachers engaged in the work.

\* "Religious Education in Schools" (S.P.C.K. 8s. 6d. net).

There follows a searching examination of the tendencies in agreed syllabus making over the past fifteen years. The Report finds that there have been four main approaches to the problem :

- (i) the psychological, in which material is selected to meet the developing needs of each age-group, e.g., in the Cambridgeshire and Sunderland ;
- (ii) the Biblical order, in which material is introduced in the Bible order, e.g., in the Surrey and Lancashire ;
- (iii) Bible doctrine, where the emphasis is on the Christian interpretation of the material studied, e.g., in the London and Middlesex ;
- (iv) the synthetic, in which there is a fusing of the earlier methods so that all in turn are utilized as seems most appropriate, e.g., in the Cheshire, Carlisle and Lindsey.

Latest trends seem towards curtailing the amount of material, following a concentric pattern in various sections and providing alternative courses to meet the needs of different types of pupils. In general the Report makes it clear that the Agreed Syllabuses have helped to establish Scripture securely in the curriculum and despite some criticism of over-elaboration, they are acceptable to most teachers, particularly at the primary and lower secondary stages. There seems to be a case for a "streamlined" syllabus with a companion volume of exposition for those teachers who need or would welcome fuller guidance. The Report notes a general demand for a good sixth-form syllabus—a demand which, by the way, has been met in Wales by an excellent little supplement to the full syllabus.

The enquiry into the staffing aspect of Scripture teaching reveals three main problems : how far is the work in the hands of specialists, what qualifications the specialist should

and does possess, and the extent to which his work overlaps or impinges upon that of the Head. As far as the first is concerned the line of development sought seems to be that of increasing the number of specialists at the secondary level and providing adequate training for the general teacher at the primary level. The Report offers a most valuable survey of the qualifications in Religious Knowledge available to the would-be specialist or semi-specialist, with some suggestions for the minimum attainment that might be required for teachers at the various stages. The teacher of Divinity stands in a special relation to the Head of the school which calls for a mutual understanding and at times for a nice adjustment of functions, for the "pastoral" function, particularly towards the Sixth, which many Heads, from Arnold onward, have very properly regarded as important, must touch and may well overlap the work of the Scripture specialist.

The Committee noted with regret that comparatively few pupils sat for external examinations in Religious Knowledge (21,150 at the G.C.E. Ordinary level in 1952, as compared with 89,004 in French). They see no reason to accept the view held by some Heads that Divinity teaching suffers by becoming an examination subject. The small number of candidates, particularly at the Advanced level, may be partly due to the scarcity of highly qualified specialist staff.

Not the least valuable section of the Report is that devoted to the special needs of the secondary modern school. It is felt that the secondary stage of most Agreed Syllabuses has been designed mainly with the grammar school in mind. Something much more nearly related to the practical outlook and limited academic ability of the newer secondary schools is required. The suggestion is put forward that a "topical" treatment might be adopted, with the topics, though related to Bible teaching, having a much wider sweep than specifically Bible content.

Turning from Scripture teaching to the other aspect of the religious life of the school laid down in the 1944 Act—the daily act of corporate worship—the Report makes the claim that this is the most important element in the child's religious upbringing. If this is so, there is a strong case for much better physical conditions for worship than are found in many schools. Anyone familiar with our Public Schools is well aware of the important part the Chapel plays in the life of the school. It is too much to expect that every school should have its own Chapel, but a suitable assembly hall at least should be available. In many schools daily worship must take place in corridors, in classrooms with partitions rolled back but desks remaining, or in a canteen. Some schools make use of a nearby church or church hall, either because they have no assembly place of their own or because it is entirely unsuitable for religious worship.

On the attendance of staff at the daily act of worship, the Report finds that in most good schools the staff attend regularly, and that they are there to worship rather than to maintain discipline. There is some interesting information collected from a wide variety of schools concerning those who actually take the service—the Head, members of staff, pupils, visiting clergy. As to the content of the service, the prevailing pattern of worship is simple : "a fairly traditional English combination of hymn, prayer and reading" or "hymn, reading, prayer or prayers, Lord's Prayer, Benediction, with considerable variation in the order of the first three"; but the danger of dullness and monotony has been widely recognized, and has stimulated thought and effort. The Report sums up the general position thus : "We should be wilfully blind if we denied the existence here and there of indifference, carelessness, or even insincerity, but we should be distorting the facts as far as they are known to us if we did not assert with confidence that the predominant desire is to worship God in spirit and in truth."

After dealing with the provision of equipment for religious instruction, particularly Bibles, the Report turns

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to a consideration of the extent to which Religious Knowledge is retained permanently by the children after schooldays are over. The Leeds Institute of Education carried out this section of the research project and that part of their findings summarized in the following sentences is highly significant :

" In the modern schools the results indicate either that at present the technique of instruction is unsuited to the type of school, or that methods in use at the moment do not teach children of widely differing ability elementary religious facts. New methods are in danger of missing the fundamentals, without which no body of religious knowledge can be built up. It may be that project methods are being overworked. On the other hand, it seems certain that the agreed syllabuses of religious instruction and the teaching that results from them are keyed far more to the grammar school than to the modern school. Fundamental facts of religion are missed by many modern school children because either the syllabus and teaching are too academic, or the methods are too ' practical. ' " The further observations on these findings and the practical suggestions that follow from them form one of the most valuable sections of the Report.

The Report concludes with an enquiry into the means available for improving the standard of religious education in schools. Education authorities are required under the Act to set up Conferences of those interested in religious education in their areas to draw up or adopt an agreed syllabus. Out of these conferences there have developed in many districts Standing Advisory Councils whose function it is to watch the progress of religious education, and particularly the extent to which the agreed syllabuses are working satisfactorily. The Report makes some excellent suggestions on ways in which these advisory councils can make the most useful contribution. Some examples are given of the terms of reference within which they work and of the extent to which different interests are represented thereon.

The concluding words of the Report, emphasizing as they do the importance at this stage not of abstract theory but of practical experience, might be applied much more widely than to religious education alone : " The whole structure of the educational system is designed to afford creative opportunity to the local education authority, the school, the individual teacher. The proper stimulus to the effective use of this is not well-meant advice, but the sharing of experience and the knowledge thereby gained of what is being done, what might be done and what resources there are for turning the ideal into the actual."

## Equal Pay

**Deputation sees Minister.**

A deputation of the Equal Pay Campaign Committee and its Advisory Council was received by Sir David Eccles, the Minister of Education last month. The forty-two members of the deputation were introduced by Mrs. Thelma Cazalet-Keir, C.B.E., Chairman of the Equal Pay Campaign Committee, who spoke warmly of the support which the Minister had given to the movement in the past, welcomed Sir David's appointment as Minister of Education, and asked him not to endorse any recommendations from the Burnham Committee which contained salary differentials based solely on sex.

Miss A. M. Pierotti, General Secretary of the National Union of Women Teachers, suggested that the Minister could, and should, give guidance to the Burnham Committee. She demonstrated how ineffective gradual implementation of the principle of equal pay would be.

Dr. K. Anderson, President of the Association of Head Mistresses, pointed out that the training, work and responsibilities of men and women teachers were identical. This often gave rise to anomalous situations in schools.

Miss I. Hilton, Honorary Secretary, British Federation of University Women, stressed the urgency from the point of view of the welfare of education of improving the salary conditions of women teachers, particularly teachers of science.

Miss Ethel Watts, Chairman of Executive, the Fawcett Society, said that the economic consequences of equal pay were not to be feared because the principle was already in operation in many professions.

Replying, Sir David said he thought that in justice the case for equal pay was made out. He could not, however, undertake to suggest in advance to the Burnham Committee that they should consider proposals which would be at variance with the proposed arrangements for the Civil Service : he must await whatever proposals the Burnham Committee might submit to him.

### Burnham Recommendations.

At meetings in London on Friday, 4th March, the Burnham Main and Technical Committees and the Farm Institutes Salaries Committee agreed to recommend that a scheme for equal pay for women, similar to that adopted by the Government for the Civil Service, should be applied to teachers. The recommendations are subject to ratification by the constituent associations and, if approved by them, will be submitted to the Minister of Education for consideration and approval. If the recommendations are approved by the Minister the first instalment of equal pay will be payable from May 1st, 1955, and full equal pay will apply from 1st April, 1961.

A similar recommendation was adopted by the Committee on Salary Scales and Service Conditions of Inspectors, Organizers and Advisory Officers of Local Education Authorities.

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## Auspices for Education more Favourable

**Says Mr. R. G. Hudson, London Teachers' President.**

This year the auspices for Education are more favourable than at any time since the heady days of 1944-5, said Mr. R. G. Hudson, Head Master of S.E. London Secondary Technical School, in his inaugural address as President of the London Teachers' Association, and it rested upon them as teachers "to convince our fellow citizens that they can afford a good system of education, indeed that they *must* afford it if this country is merely to hold its place—by no means a leading one—in the educational world. I, therefore, suggest to our fellow-citizens three lines of policy for implementation during the next ten years. They all stem together and there is no priority about any one of them; they are—smaller classes, extended years of wholetime education, and better teachers. In considering such lines of advance it is my view that no better yardstick exists than the best Public Schools. These schools are educationally successful because they conform to the criteria outlined. To abolish them would be spiteful; to democratize them might be sensible; to emulate them in the national schools would be wonderful. Parents must get it into their heads that the public schools are not the educational repositories of the country's highest intellectual potential; the spread of abilities in them is at least as wide as in the national schools. The manifest advantages of public school education lie in the circumstances in which it occurs—not so much the material circumstances (indeed, the inquiring stranger might well marvel that an education at Eton costs £350 a year, whilst at Kidbrooke it is free).

No, not in material things, but in human organization and personalities—in small teaching groups in contact with highly-educated staff, over a sufficient number of years. These things are possible if the nation wills them; they are desirable if each individual child's potential of ability is to be realized; they are vitally necessary in a world that is on the move as never before. They are not revolutionary—to require that they start within the next decade will be merely to apply a gentle spur to the inevitability of gradualism. But, if the nation wills these ends, it must also will the means to these ends. If the nation wants its children taught in smaller groups by better teachers it must find the money for more teachers and for higher standards of teachers' education; if it wants real Secondary education it must keep its children at school for at least five years after the primary stage and must meet the cost that is entailed. The key to the problem is the teacher. The army to which he belongs must be reinforced by greater numbers than ever before, and the nation must not expect to get these recruits through the starry-eyed idealism of youth alone. These young people must know that a lifetime of professional devotion will be professionally rewarded at all stages; they must know that the nation expects them throughout their lives to keep in touch with the widening horizons of knowledge and the narrowing boundaries of human habitations, and will provide the reasonable means to do so. The nation must see to it that the reward for cultivating the garden is commensurate with that for conveying it.

We who are teachers have an important part to play in such plans for the future. First of all, we must be sure we are not thinking that everyone is out of step except ourselves. Because, in the circumstances of the past and the present, we have done a reasonably good job, equipped as we are, we must not think that the teachers of the future will meet all requirements if they are as we are, only more so. Some deep thinking must go into the problem of producing teachers and some searching questions asked and answered. Because the Training College system is one hundred years old, it is not thereby sanctified, it may

quite simply be out of date. The machine that provided the means of mass instruction may not be admirably suited to the raising of standards of individual education to the highest levels; we may well be passing from the time when technique was paramount into that when scholarship will be of greater importance. Indeed, I see signs to-day of the uneasy urgency of this problem. The Training Colleges are telling us that they cannot persuade a sufficient number of students to undertake within their two years those courses that would fit them to teach science in our secondary modern schools. Various explanations are given, but I have a feeling that it is because the students themselves feel instinctively that nowadays a science course that is not to degree standard is quite invalid. One would feel happier about the situation if there were signs of flexibility as the muscles of the Training Colleges gird themselves in remedy, if there were signs that the Universities were aware that their Institutes of Education have a problem here to deal with. Is it beyond the bounds of reason that in London one or two colleges should specialize in two-year science courses to the exclusion of other studies? Could not the University institute an Advanced Level in General Science, which is the non-specialist approach that our modern schools require? Could not Burnham machinery contrive that years spent in part-time degree study, up to, say, a maximum of two years beyond Advanced Level, should be recognized for increment above the scale? There is, after all, some precedent in the Further Education Report for such a step. It is an open secret that a three-year preparation for teaching is near at hand, and one wonders whether this step will simplify or further confuse the quite separate problems of high standards of personal education and those of professional training. One can see, at any rate, that there will be further scope for the Universities to work more closely with the Institutes, further opportunity for the Authorities to work in sympathetic partnership with teachers in the Burnham Committee.

Finally, let it be recognized that in most respects save for its disquisitions upon teachers' salaries, the doctrine of the McNair Report is coming to be outmoded. Let us search and examine all precepts and examples, all corners of the educational field, and establish for ourselves what we ask of the better teacher of the future. It may well be that, with smaller teaching groups and maturer minds in our schools, scholarship will transcend training as we know it to-day. It may well be that in due course we shall find our Training Colleges turning into University Colleges, where new courses proper for particular branches of the educational system will run side-by-side with the traditional courses. It may well be that one day would-be teachers, having reached a universally accepted and valid standard of personal education, will find themselves being trained in their job by teachers on the job, supernumerary to establishments, and not fearing to give up an unsuitable profession for lack of credentials that have validity in other walks of life. It may well be that with more thought in the minds of present teachers about their transcending value in this nation's life, this nation's children could have the education they deserve and we would not count the cost so closely.

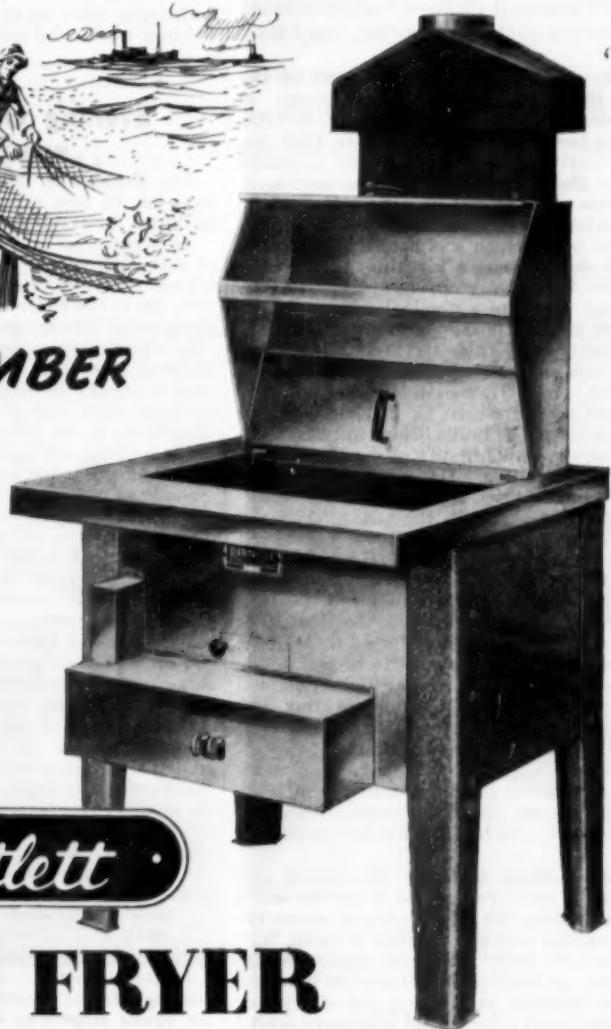
## Nursery Education

A deputation from the Nursery School Association was recently received by the Minister of Education. The representatives were Dr. Evan Davies, Chairman of the Association, Miss D. E. M. Gardner, Miss M. L. Jackson and Miss J. G. Miles. The deputation emphasized the importance which they attached to the expansion of nursery education with special reference to the needs of children in the new towns and industrial areas. The Minister said that he had listened with great interest to what the deputation had told him and would give careful consideration to their views.

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## Bull's Bridge Canal Boat School

The subject for a Regional Sessional meeting of the Royal Sanitary Institute in London last month was "The Hygienic and Welfare Aspects of Waterway Transport" and among the papers was one by Mr. W. Bennett, M.A., M.Sc., Borough Education Officer for Heston and Isleworth on "The Welfare of Canal Boat Children," which included the following brief history of the Bull's Bridge Canal Boat School.

The welfare of the people whose lives are spent on the canals, said Mr. Bennett, has been the concern of philanthropic organizations from quite early days, and the children have always been their special care. In 1930, the Grand Union Canal Carrying Company accepted proposals put forward by the Boatmen's Institute, Paddington (a voluntary organization which looked after the welfare of the families on the canal boats) and a barge was fitted out as a floating school. The boat, which was named the *Elsdale*, after the founder of the Boatmen's Institute, was moored at the Otter Dock, West Drayton, and the G.U.C.C. Company charged the Institute a nominal rent of £1 per annum for the use of the boat. Captain Thorley, a missioner of the Church Army, who also received a salary from the Institute, took charge of the boat as a day school and a Sunday School. In 1931, the Middlesex Education Committee appointed a mistress to be in charge of the school. The boat was moved to Bull's Bridge in 1939 when, as a school, it became the responsibility of the Heston and Isleworth Education Committee. During its stay at the waterworks dock it sank and, when it was taken to Bull's Bridge for inspection and overhaul, the condition of the lower hull was found to be so bad that it was considered advisable to keep it permanently on land. It was also felt that the boat would be used by more children at Bull's Bridge than at West Drayton. This unique school has served its purpose well, but, having regard to the dimensions of the classroom, approximately 20-ft. by 12-ft. by 6-ft. 5-ins. high, and the fact that it houses fifteen dual desks, teacher's table, and blackboard, it can hardly be regarded as satisfactory as a school. The lighting, heating and ventilation fall sadly short of the statutory requirements.

The educational problems are complicated by such factors as low educational standards of pupils and their parents, the wide age range of pupils attending at any one time, smallness of the classes, the low average attendance, and the lack of opportunity and facilities for private reading and study afloat.

The Birmingham-Middlesex sector is the largest and busiest of the Grand Union system and it carries many more "family boats" than the other sectors, where the boats are usually smaller and the number of canal boat children is comparatively few. There are approximately 110 children of school age from some 140 families living on the boats. Of these children, about sixty are of primary school age (5-11) and twenty-five are of secondary school age (12-15). Bull's Bridge is the maintenance and operational centre of the canal boats, every boat on the 105-mile Birmingham-Middlesex run beginning and ending its journeys here. In general, the boats stay longer at Bull's Bridge than anywhere on the run.

### Proposals for an Extension of Educational Facilities.

Proposals have been accepted in principle by the Ministry of Education for the establishment of a permanent school at Bull's Bridge.

As a first step, it is proposed to erect one or two wooden classrooms, each 21-ft. by 23-ft. 6-ins., together with a small cloakroom. Secondly, there would be permanent sanitary offices for the children; the existing facilities are very inadequate and an important step in the social

training of these children would be taken by making good this deficiency. Thirdly, a playground would be provided, where it would be possible to conduct organized games and physical training. The service of school meals from a nearby school kitchen would also be considered.

A planned programme of studies for each child and for co-ordination between teaching methods, reading books, and records of work progress at the two schools of the authorities who make special provision for canal boat children would also receive attention.

## Evening Use of New Schools

### MINISTRY'S NEW POLICY

The Minister of Education is prepared to approve the inclusion in new school buildings of additional accommodation for evening use.

Allowances up to £5,000, additional to the normal limit of nett cost, will be made for evening accommodation in schools with 600 or more enrolments per week. Schools with 300 to 600 enrolments will get an allowance of £3,500; those under 300 enrolments, £1,750.

In a letter just issued to local education authorities, the Ministry state that it is "inevitable and desirable that schools should be used in the evenings for formal and informal work with young people and adults. If this is allowed for in the initial design of new schools, both users of the building will clearly benefit."

A number of education authorities have provided a small amount of additional accommodation for evening use in some of their post-war schools. In the light of their experience and of the relaxation of restrictions on building for youth and adult welfare, the Minister considers it desirable to indicate the scale of accommodation which he will normally be prepared to approve for this purpose.

Evening institutes in secondary schools will need storage space for books and materials, varying from 300 sq. ft. to 700 sq. ft., according to the number of evening enrolments. Schools where enrolments exceed 600 per week will require a Principal's room, separate from the Head Master's room.

"There should be a reasonably comfortable room available for use as a Common Room by the evening students. Arrangements for dual use of some of the accommodation required for the day school may have to be made. Where enrolments exceed 300 per week an extra allowance of cost will be made corresponding to an area of about 300 sq. ft. This is not intended to provide the common room area required (generally about 600 sq. ft.), but as a means of facilitating the solution of the problem on the basis of dual user."

A small scullery for the preparation of light refreshments should adjoin the common room.

Infants schools are not suitable for use by adults in the evening. In the country, at any rate, it will be necessary to use junior schools in this way. In these cases the only additional space probably necessary would be a chair store of about 150 sq. ft., for which the Minister will allow an addition of £400 to the normal nett cost limit for the school.

"Where day time use, either by young people or by adults, is envisaged, the accommodation will be somewhat different and may be more extensive. Schemes of this kind should be submitted for the Minister's consideration."

A number of attractive summer courses have been arranged by the Association of Agriculture detailed programmes and full particulars of which can be obtained from the General Secretary, 53, Victoria Street, London, S.W.1.

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## Private Enterprise and Education

The part that private enterprise plays in education was referred to by Sir David Eccles, speaking at the City and Guilds of London Institute on March 2nd.

"We are engaged," he said, "in a breathless race to keep up with the scientific revolution. This revolution has a raging ruthless appetite for trained men and women which exceeds anything we have known in recorded history. And of this I am sure, we shall go nowhere near satisfying that appetite, we shall see other nations pass us in this race, if we rely solely on public funds and government organized education. Only the most theoretical socialist would deny that our society would be much poorer if all education had to be provided out of the rates and taxes.

"Responsible private enterprise has a great part to play, and I can think of no better example than the City and Guilds Institute with its famous college and remarkable system of examinations. All this is due to the far-seeing generosity of the City Companies and of industry.

"As Minister of Education I try to foresee what will be the demands upon our manpower over the next fifty years. The figure is not chosen at random. It represents something less than the lifetime of the 6½ million children now at school. What they are learning or failing to learn will have big consequences for them and for the nation.

"It is hard fully to imagine the variety and extent of the opportunities that will flow from the cornucopia of the atomic age: abundant power; electronic controls; supersonic travel; no smog. If we are to do justice to the children of to-day, who are the architects and engineers of tomorrow, then I must make some judgment about the revolutionary changes that the next half-century will bring.

"Because this is such a vast and complicated problem it is essential to state the principles for action in very simple terms. And I have reached two conclusions: first, however well we succeed in expanding technical education, we are not going to have enough scientists, technologists, and craftsmen; and, secondly, we must redouble our efforts to teach these people, whom I called the architects and engineers of tomorrow, to use their knowledge and skills for good purposes and moral ends.

"I should like to say a word about increasing the number of trained men and women. I am impressed by the need to keep a balance between the various branches of education. It would be highly dangerous to neglect the crafts because so many processes that need to be performed by hand are now done by a machine.

"I see no evidence that craftsmanship is, like the horse, out-of-date. It may be that new skills are required, but it is surely wrong to believe that the modern world can be run by a handful of honours degree men served by a bewildered mass of unskilled labourers.

"The City and Guilds recognize this fallacy, and, as I saw when I was at the Ministry of Works, you are doing an absolutely vital work in encouraging boys to take certificates as craftsmen. What would happen to the building industry if there were no craftsmen I leave to your imagination. It is a real danger. The Institute is one of the nation's chief defences against such a disaster, through the influence it exercises on the quality of work done by apprentices.

"In the Ministry of Education we have to think about the early stages of encouraging boys and girls to make the best out of life, whether their best is towards the arts or science or nursing or craftsmanship. And if you ask me what I consider is the most important lesson that we should teach in the schools, I would say 'to want to go on learning when you've left school.'

"Here we in the Ministry and the Local Education Authorities can co-operate with you. If our teachers—and the more I see of them the more I admire their devotion to their job—stir the interest of boys and girls to pursue their studies after they leave school, then the Institute is there to work out the courses and offer the certificates that will attract these young people."

## L.E.A. Further Education Recoupment Regulations

In Admin. Memo. 490, the attention of local education authorities is drawn to the Local Education Authorities Recoupment (Further Education) Amending Regulations, 1955 (S.I. 1955 No. 222), which came into effect last month.

The amending Regulation applies to certain students who take up residence in a Local Education Authority's area for the purpose of obtaining full-time further education, as for example:

- (a) students who are ordinarily resident in England or Wales, but who were not ordinarily resident in the area of any particular Authority immediately before taking up residence to receive further education;
- (b) students from Scotland, Northern Ireland, the Isle of Man, and the Channel Islands; and
- (c) students from overseas.

Under the Local Education Authorities Recoupment (Further Education) Regulations, 1954, these students fell to be treated as belonging to the area in which they had taken up residence for the purpose of obtaining full-time further education. Regulation 4(4) of the Regulations did not apply in their case because there was no Local Education Authority of previous residence on whom a claim could be made. The effect of the amending Regulation is to enable these students to be treated as not belonging to any Local Education Authority, so that the cost of providing further education for them can be "pooled." These students should therefore be admitted to establishments of further education at the ordinary in-county fee.

The Minister hopes that on the basis of these financial arrangements authorities will encourage the admission to courses of further education of suitably qualified students from overseas.

This can not only be of great benefit to the individuals concerned, but can help to build up lasting relations with the overseas countries from which the students come. At the same time the Minister wishes to make it clear that responsibility for payment of the standard fee, and for meeting the students' needs of a more general nature, should rest with the students themselves or with the overseas Government or other body sponsoring them. He does not consider that a student who comes to this country from overseas for the purpose of obtaining full-time education, whether in a University or in a College of Further Education, has any justifiable claim for a maintenance allowance from a local education authority. The only students coming from overseas for the purpose of obtaining a further education who in the Minister's view can properly be considered for financial assistance are those to whom Regulation 5 (1) (a) of the Local Education Authorities Recoupment (Further Education) Regulation applies, e.g., children of Service men stationed abroad.

**The cost of the L.C.C.'s scheme of special allowances to teachers in primary and secondary schools, adopted under the Burnham Report, 1954, is estimated to be £343,850 in the financial year 1955-56 which is £52,500 more than the estimate for the current year, due to the increased allocation expected for most London schools from 1st April, 1955, when a new basis for working out the allocations comes into effect.**

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## School and Other Meals

BY JUNIUS.

Like most other accepted services, that of "School Meals" had haphazard beginnings, and improvisations of varied kinds to meet unforeseen demands. The boy or girl who had to travel to school had to eat and cold victuals wrapped in paper and carried in a bag were no solution in wintry weather. Even the student who left his country with a sack of oatmeal to try his fortune at a Scottish University, took good care to have his porridge warm and seasoned with the proverbial pinch of salt. But this feast was for the bare room, the attic or the garret, summed up by the old tag of plain living and high thinking.

There was no University refectory and the hungry repaired to "an eating house" or perhaps ate stealthily and surreptitiously of a ration carefully stowed away and conveniently arranged for easy consumption. But even in one provincial University which in 1914 boasted both a respectable refectory and a snack bar, there existed the "sandwich" men who invaded the locker room, bolted their meals, emptied their thermos flasks, argued furiously for a very limited time and then hurried back to their dissecting rooms and laboratories.

### The Grammar Schools.

Also in the day grammar schools the problem of the traveller was strikingly acute, for dining halls and kitchens had never been contemplated and there existed nothing in the way of accommodation to which the harassed Head Master could turn, except perhaps the isolated science block with its small lecture room and its connected chemistry laboratory cluttered with benches whose racks glistened with bottles arranged in single file in well dressed rank after rank. In 1904 in one particular ancient grammar school foundation the provision of the school meal was undertaken by an outside caterer, who for a nimble sixpence provided a well-filled plate of hotpot, plus bread and the usual concomitants associated with a sit down meal, including a glass of water, the last commodity being of such an accessible and unrestricted character as to be regarded as a free issue although purchased by the payment of an extra rate. The paying guests enjoyed a meal which although constant in composition and heated, did satisfy and at the same time did divide the travellers sharply into two classes, for the "sandwich men" were compelled to frequent the lab.—benches, fume closets, sinks, bottles and all—and were not permitted to leave until the "real" diners in the lecture room had completed their repasts.

### Elementary Schools.

In the old elementary schools where the position was still more acute, the Head Teacher would collect the pasties or potato pies and place them in the improvised oven on the tortoise stove or the "sandwich men" would be allocated to a cloak room or a classroom and supervised by a member of the staff, who in rotation, performed a week's dinner duty, often before returning to his home for his own. It was futile to complain, his name appeared on the rota and he was expected to share the work. There were numerous cases of parents who sent their offspring to school with the odd copper and instructed them to regale themselves with a "pennorth of chips" to "put them on" until they arrived home in the evening and often the services of the school keeper were requisitioned to clean up the undigested regurgitated remains of the feast, to his utter disgust and annoyance.

### Domestic Subjects Centres.

At the Senior Girls' Schools which sported a Domestic Subjects Centre there arose the question of cooked food which had to be sold to the children, consumed on the

premises or consigned to the swill tub. Unfortunately the few meals associated with the start of the venture began to increase and the teacher of cookery found herself rapidly assuming the status of a school meals cook, whilst the comestibles required, gradually commenced to encroach upon the planned and recognized curriculum. The popularity of these meals clearly indicated that something of this character, outside the actual instruction in cookery, was required.

### School Medical Officers.

Again the Reports of the School Medical Officers called attention to the presence of rickets and allied ailments associated with an unbalanced or an absence of diet. The volume of makeshift methods when integrated throughout the country assumed a sum total of effort which could not be ignored. There began a clamour for school meals. A President of the National Union of Teachers in his address stated "that a square meal was of more importance than a horizontal bar." The then Association of Directors and Secretaries of Education in their "orange" book boldly demanded a free mid-day meal for the children. The school meal was a popular platform theme—teachers could not be expected to teach ill-nourished children; there was a great need for inculcation in social habits; the school meal would be the link for providing that much to be desired communal atmosphere of the happy family. And everything in the dining room was to be lovely, until the query arose as to whose task it was to carry out all this.

During the period of the Second Great World War the great problem was to ensure a sufficient supply of food, of which everyone was only too glad to partake. The factory workers had their canteens; the schools their mid-day meals. The children were many, the accommodation limited; there were many sittings and conventions, table manners and the like were perforce overlooked or forgotten in the hurry skurry to consume the meal. It was all hands to the pump because at any moment the siren might intervene and the communal atmosphere at least would be ensured by the consequent recourse to the shelters. Rationing was indeed the order of the day and even at one of the stately schools of England it was not unknown for "Smith" minor to be reminded "not to stint himself" when he unthinkingly allowed his feeling of hunger to overcome his sense of proportion by heaping up his plate with potatoes. Under the strain of rationing the school cooks performed miracles and the children were never sent empty away. There were a few of the staff who scorned the idea of bartering their mid-day leisure by supervising in exchange for a meal and talked loudly of working for sixpence an hour, but even some of these after their extra-mural prandial experiences at double and treble the cost were glad to creep back and resume their acquaintanceship with the daily school meal.

### Varied Practices.

But even in war time, practices varied and the communal idea was interpreted with a flexibility whose limits were wide and surprising. The Training Colleges followed the example of the Universities and sported a High Table. The staffs of the Grammar Schools had their high table, or sat and officiated at the scholars' dining tables or fed in their staffrooms or in classrooms. The Senior, Junior and Infant Schools, limited by the imposition of a service on a restricted accommodation, usually resorted to the practice of having one teacher on duty and the remainder feeding in the staffroom or a classroom. The school meal became just a meal and often a hurried one at that.

But since the war, conditions have improved. The tendency has been to build kitchens and canteens away from the main school building block. The ancient, lingering smell of decayed cabbage does not conduce to hard work and high thinking! The erstwhile hit and miss service has now attained the dignity of a highly organized system, zealously



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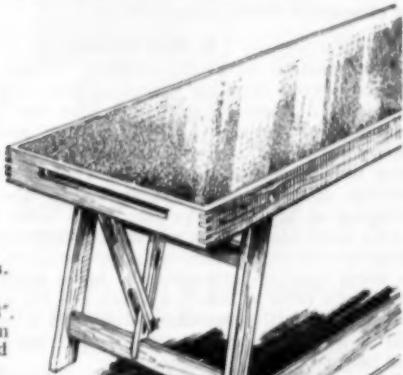
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guarded by Trade Unions whose many and varied grades of workers have almost eliminated the teacher as a co-worker, but not as a participant in a canteen. Now the rule is one supervisor for thirty children and one teacher to maintain discipline. During holiday periods when teachers are absent the question of discipline never seems to arise.

#### The Head Master.

The Head Master is required to be responsible for the discipline of staffs working on the premises he controls, for the collection of monies for school meals and for the allocation of tickets or places for free meals. To this end he has clerical assistance to whom he delegates the collection of monies and where possible the payment of monies in the bank. This latter duty is a bone of contention, especially where banks are not conveniently situated and where the dangers of likelihood of attack when carrying money through the streets are unduly magnified.

#### A Real Service.

The question naturally arises, "Is the School Meals Service a vote catching racket or does it provide a real service?" There is no doubt that the children have benefited enormously; they are taller and heavier and many of the old ailments usually associated with them have now almost disappeared. The children present a striking contrast to those living in the undeveloped countries at present helped by the United Nations. The family spirit idea, on the whole, does not exist and is never likely to exist unless there is a great change in the amenities. In some quarters attempts are being made to introduce the family table at which a senior scholar will preside and the scholars will serve themselves. It is hoped that this will be a step in the direction of the "family circle" and will help to eliminate waste.

It has been suggested that the School Meals Service should be farmed out to a private caterer and provided exclusively for the children. Even so there would have to be liaison with the schools and the caterers would have to rent the premises and the services laid on. The School Meal has come to stay. Day by day the meal improves and as the other amenities improve the Service will be one more added to the list of those well and efficiently administered by the Education Department.

### A Summer School in Holland

Farming in Holland is as highly developed as anywhere else in the world; while in their health and welfare services the Dutch compare favourably with any other nation. Considerations such as these have led the British Social Biology Council to make plans for holding its foreign Summer School this year at Driebergen, near Utrecht, from 15th to 29th August.

The School, which will be entitled "Holland: The Land and its People—a Biological Approach," will take the form of a Study Group, divided into two main Sections. One Section will enquire into the application of the biological sciences to land reclamation, soil fertility, arable and livestock farming, food-processing and horticulture. The other Section will study the Dutch health and welfare services, with special reference to the care of the young, the sick and the socially inadequate. Where fields of interest overlap, the two Sections will join forces; while, if circumstances require it, they will divide into further sub-groups.

The Director of the School will be Dr. W. L. Sumner, Reader in Education, Nottingham University. Miss D. L. Holland, Sister Tutor at Guy's Hospital, and Mr. R. Weatherall, M.A., Dip.Agric., will act as leaders for the two separate groups.

Further details from the Secretary, British Social Biology Council, Tavistock House South, Tavistock Square, London, W.C.1.

### Houses for Teachers

#### Ministry Proposals to meet Problem.

Local education authorities may build, purchase or lease more houses for the use of their teachers.

In a memorandum to education authorities, Sir David Eccles, the Minister of Education, says some Authorities are finding it difficult to obtain suitable teachers, particularly head-teachers for small rural schools, owing to a shortage of housing accommodation near the schools concerned. He considers the circumstances call for a positive policy on these matters.

The Minister says he is aware that housing authorities are in general reluctant to give preference, in the allocation of new houses, to any particular category of user but he hopes that where the difficulty of recruiting or retaining teachers can be shown to be due to the fact that suitable housing accommodation is not available, particularly where schools have been provided on new housing estates, the education authority will seek the co-operation of the housing authority in reserving houses for teachers; or that county borough councils, which are both education and housing authorities, will arrange for this to be considered jointly by the education and housing committees.

The Minister will be ready to consider sympathetically proposals put to him by local education authorities for the erection, acquisition or lease of a house for use by a teacher provided that it is proposed to charge the teacher an economic rent.

Where it is proposed to build a teacher's house independently of a new school it may lead to economy if the authority can arrange for the house to be erected, on an agency basis, by the local housing authority concerned, as part of a housing scheme for the area.

A number of education authorities have sought the Minister's approval to the purchase or lease of some or all of the teachers' houses associated with voluntary controlled schools in their areas. The Minister will be prepared to consider any such proposal provided that the future of the school with which the house is associated is reasonably assured; that the expenditure involved in the acquisition or lease of the house from the trustees does not exceed a figure approved by the District Valuer, and that the authority propose to charge the teacher an economic rent.

The memorandum points out that when letting a house to a teacher, authorities will no doubt consider the desirability of imposing a condition that he shall occupy it only so long as he remains a teacher in a school maintained by them.

### Divisional Committees to Adjudicate

When last year the L.C.C. Education Committee introduced a new administrative scheme of selection for the transfer of pupils from primary to secondary schools, it was stated that arrangements were under review to enable parents to ask for reconsideration of the recommendations made for their children.

Under the scheme, head teachers of primary schools will make the initial recommendation for the most suitable course of secondary education, and the divisional committee will exercise general supervision of the procedure. The Committee have now decided that these divisional committees shall also adjudicate on the requests by parents for such reconsideration.

In past years, when the divisional committees were responsible for assessments, they also dealt with requests by parents, and the Committee express confidence that the divisional committees will reconsider cases sympathetically and conscientiously.

A  
rough  
and  
shabby  
room



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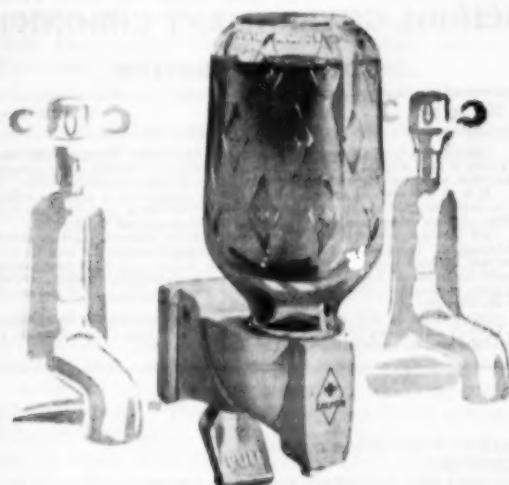
STANDARDS, like prices, have gone up since 1869, when the first issue of *Nature* reproduced an address presented by the Rev. W. Tuckwell to the British Association Meeting in Exeter containing the above passage.

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## CONTENTS

RELIGIOUS EDUCATION IN SCHOOLS	273
EQUAL PAY	273
AUSPICES FOR EDUCATION MORE FAVOURABLE	275
BULL'S BRIDGE CANAL BOAT SCHOOL	276
EVENING USE OF NEW SCHOOLS	278
PRIVATE ENTERPRISE AND EDUCATION	278
L.E.A. FURTHER EDUCATION RECOUPMENT REGULATIONS	280
SCHOOL AND OTHER MEALS	280
HOUSES FOR TEACHERS	282
MONTH BY MONTH	285
NEW SCHOOL PLAYING FIELDS	286
EDUCATION AND THE VILLAGE SCHOOL	288
ARE YOUTH COMMITTEES EFFECTIVE?	290
TEACHERS' SALARIES	292
FILM-STRIP REVIEWS	294
BOOK NOTES	296

## Month by Month

**Teachers'  
Incentives.**

At the end of last month the Burnham Committee made public the recommendations which it had submitted to the Minister of Education for the creation of a new category of special allowances for certain teachers in grammar schools and for the enlarging of "area pools." The proposals themselves are simple enough. Assistant teachers undertaking five or more periods weekly of "advanced" work (i.e., work above "Ordinary" General Certificate level) should be paid an additional £75 to £175 "according to the extent and nature of the advanced work undertaken." In one and two form entry schools (or small departments of large schools) where two or more teachers take a subject, the teacher who organizes the teaching of the subject in the school and undertakes advanced work in that subject should be paid £100 to £200 according to the extent of the responsibility involved. In larger schools the teacher responsible should be paid £200 to £300. These figures, which relate only to men, are minima. The Ministry leaves it to local education authorities to determine appropriate figures for women, thus leaving the way open to "equal pay" so far as these new allowances are concerned. The power of local education authorities to make other allowances will not be affected by these proposals.

Although the proposals are simple their real significance is not. Local education authorities, which will be called upon to implement them, have not the information which influenced the Burnham Committee in its decisions. The *Times Educational Supplement* on the 18th February devoted a leading article to the meeting of the Burnham Committee which had been called for the following week. "A clear breakdown of the Burnham system" was proclaimed. The system was now "very much on trial." Dr. W. P. Alexander effectively answered such criticism and put the situation in its proper perspective. He rightly and bluntly described as "nonsense" the suggestion that the fact the area pool for the country as a whole had been only half expended was evidence of the inadequacy of allowances paid to teachers. His reminder is much needed, if it is not too late, that it was never intended that the pool in every area should be drained dry. Some local education authorities, while paying adequate allowances, may need to have little recourse to the pool. Others, no more generous or extravagant, may need more. Dr. Alexander mentioned some of the many factors which might combine "to create a situation in which the proportion of the pool spent in an area does not of itself provide any evidence of the level of allowances which the teachers enjoy." It has been disclosed that information supplied by the Minister to the Burnham Committee in support of the case for the new allowances "was not specially valuable" for the purpose. Information had therefore to be obtained directly from local education authorities. It is good to know that a full analysis of this data is being prepared and may be made available to local education authorities in due course. Dr. Alexander regards it as reasonable to argue that the salaries of teachers engaged in advanced

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work in mathematics and science should bear a reasonable relationship to the salaries paid in other occupations which are available to the same people. The proposals, however, quite properly refer to teachers of all subjects beyond Ordinary G.C.E. level, i.e., to teachers of English, French, German, History, Geography, Art, Religious Knowledge . . . what are the "other occupations available to the same people" which will be rewarded with the same salary, holidays and superannuation conditions?

The *Daily Telegraph* points out that a teacher with a good honours degree and the above allowance may as an assistant master go to £1,180. This "while shabby enough compared with the £1,500 recommended by the Federation of British Industries, is not to be sniffed at." All who believe in the priority of grammar school teachers will rejoice at the new allowances. It is, however, only fair to ask if British Industry would really pay any more if its scientists and mathematicians had the same working hours, the same working week, the same number of free periods and the same long holidays as the teachers. The only true comparison is between the pay of a teacher on a *daily basis* and that of the industrialist similarly calculated, i.e., counting working days in each case. The new allowances may prove to be effective "teachers' incentives." If, however, they do not—and no one knows how they can—increase the *number* of young people qualified for the highest posts in industry, scientific research, and other occupations, the situation which they seek to remedy may in time be reversed. The teaching profession, with its unprecedented holidays, its unrivalled opportunities for recreation, relaxation, study and travel, may employ those who are needed in the industries they are meant to supply.

THE Head Master of Cheltenham

**A** Grammar School writing to *The Times* of Headmaster's the 3rd, faced realistically some of the Observations. weaknesses of the present position and the new remedy. He regards the whole

new scheme as fundamentally unsound. He describes it as a proposal "to tinker with a supposedly uniform salary scale so as to give better salaries in grammar schools without appearing to admit any serious distinction." There is an honesty and welcome absence of humbug in his own proposal. He would have us look to root causes "if we wish to save the grammar schools from becoming sterilized through lack of teachers of the highest calibre." Hence he boldly advocates a return to a special grammar school salary scale "and perhaps to many other things which would not be popular because they will not be equalitarian." He points out that the acceptance of the new proposals will place on grammar school heads new and unpleasant responsibilities. Head Masters and Mistresses will have to bear in mind the financial as well as the educational outcome of all planning of the curricula when timetables vary from year to year, and the division of sixth form work ought to rest solely upon specialist considerations, the "iniquitous nature of the new Burnham proposals" need not be laboured. Is an assistant master to lose £75 a year because one year has had five periods of sixth form work, and the next year four? Can young teachers expect to take sixth form work

away from their older colleagues? These are questions which should be asked and indeed the answers and all their implications should be considered before the Burnham Report is amended as proposed.

**"Modern" Schools and G.C.E.**

THE Northern Universities Joint Matriculation Board has published a pamphlet on *Secondary Modern Schools and the General Certificate of Education*. The pamphlet gives an account of what has actually happened where "modern" schools have entered pupils for the Board's examinations. Entries have risen in five years from forty-two to sixty-eight schools and from 845 to 1,243 candidates. Of the latter all but nineteen offered subjects at ordinary level. Even so it is surprising to find even a score or so of "modern" school pupils entering, as these did, at advanced level. There were last year 5,509 entries for ordinary and advanced subjects. These are facts and figures which none can dispute. Their interpretation, however, is not easy. It is nothing new to find that there are in these schools, with their wide range of intellectual ability, boys and girls who at the appropriate age are able to acquitted themselves well at the ordinary level of the G.C.E. Obviously, some of these are fit to proceed further. It will in fact be obvious that the number who went on to advanced work was probably limited by many non-educational considerations. It is, however, the greatest error to suppose that these are new discoveries or even that the Secondary Modern School is

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so very modern as to merit much of the descriptions given to it. Some "modern" schools have been functioning as such for a quarter of a century. All that the Education Act, 1944 has done so far is to add one year to the compulsory school life of the pupils at those schools, as was recommended by the Consultative Committee of the Board of Education as long ago as 1926. Nor is there anything new in the entry of pupils from such schools for what are really grammar school examinations. What the figures of the Northern Universities Joint Matriculation Board do suggest is that in many parts of their large area grammar school accommodation may be quite insufficient for the number of pupils who should really be nominated for such a form of secondary education. They suggest too that many of these secondary modern school pupils, although appropriately assessed at 11 plus, developed considerably after that age and might therefore have been considered for transfer to grammar schools at 12, 13, 14 or even 15 years of age. One cannot but wonder why a pupil who has already proved his worth at the Ordinary Level of the G.C.E. should not, without further question or test, be transferred to a grammar school if (as was the case with a minority of pupils) he is to be entered for the G.C.E. at Advanced Level.

The pamphlet must inevitably raise also the question which has been mentioned more than once in these columns. The 1,243 candidates from "modern" schools who were entered for subjects at the ordinary level of the G.C.E. were entered for that examination because it is the only examination which is in any sense sponsored by the Ministry of Education. The fact remains, however, that it only meets the needs in the main of those secondary modern school pupils who find themselves in the wrong type of secondary school. There is a significant comment on the secondary modern school in the current issue of the *Journal of Education*.

In the schools which deal with three-quarters of the nation's children there will be, not a watered down or bowdlerised version of what the grammar schools, with their external examination objective, study, but an appropriate made-to-measure outfit.

Hence it is argued by the Institute of Christian Education in its report on *Religious Education in Schools* that "there should be distinctive syllabuses for secondary modern schools devised directly and entirely for them in the light of their pupils' characteristics and needs." This, though stated in the context of religious education only, is surely a principle of general application in the field of secondary modern education.

For several years the Essex Education Committee have made grants to pupils who have had the distinction of being selected to take part in the annual expeditions organized by the British Schools Exploring Society. Hitherto grants have been assessed in accordance with the income scale used for Modern Language Scholarships, the total cost of which average between £50-£75 per annum. In view of the fact that the cost of the expeditions arranged for the British Schools Exploring Society usually amount to approximately £200, it has been decided that, in future, awards to pupils selected to take part in expeditions arranged by the British Schools Exploring Society be assessed on the scale applied for County Major Awards.

## New School Playing Fields

Football and cricket, rounders and hockey are no longer the only sports encouraged by schools. Increasing provision is being made by school authorities for a wider variety of games and athletics, each requiring its appropriate ground or pitch. Guidance to local education authorities on ways of providing outdoor games facilities while getting the best value for their money is given in the Ministry of Education Building Bulletin No. 10, "New School Playing Fields" (H.M.S.O., 3s. 6d.)

The Bulletin deals mainly with provision of playing fields and hard games areas on land adjoining new primary and secondary schools—particularly the latter, but most of the material applies to playing fields generally.

"Some playing fields projects completed since the war have been too expensive," it is stated. "Others have cost too little; unsound methods of construction have produced fields which cannot carry their proper load, particularly in winter, or are very costly to maintain. This Bulletin therefore emphasises the relationship between capital and maintenance costs, which for playing fields is even closer than for buildings, and gives detailed guidance on the principles of good management as well as on the techniques of layout and construction."

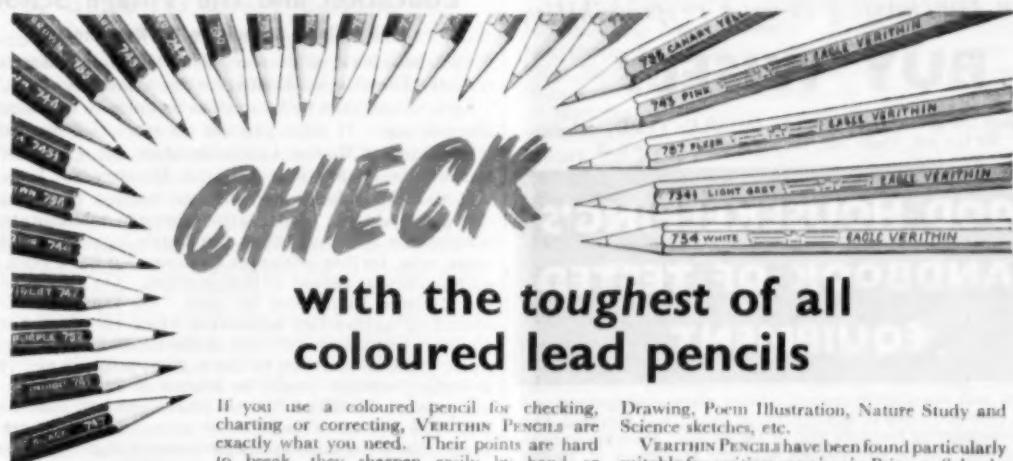
The minimum areas of playing fields for schools were revised in the 1954 Building Regulations. For most secondary schools the areas were reduced. For example, the area required for a school for 600 pupils was cut by approximately 25 per cent. The first part of the Bulletin describes the reasoning which led up to the revised regulations and explains how the smaller areas can meet the schools' needs for physical education, on the assumption that all secondary school pupils should have the equivalent of two games periods of forty-five minutes each per week. A number of other assumptions are made; for example, that 70 per cent. of the total outdoor physical education requirements will be met by the use of grass pitches; these will support not more than 450 minutes play per week in school hours during the winter, with occasional weekend and evening use; three different sizes of pitch will be available for the main winter games, and there will be space reserved for cricket, cricket practice, a grass athletic track and jumping pits. Because team games normally played by girls require smaller pitches than those played by boys, the regulations now specify separate playing field areas for boys', girls' and mixed schools.

The two main sections of the Bulletin deal respectively with the layout and construction of new playing fields, and their maintenance. In addition to general principles, detailed advice is given on the layout of pitches for cricket, winter games, basket ball and netball, athletics, and of lawn tennis courts, with information on kindred matters. Descriptions of major and minor grading operations are included, and notes on preparation of ground for seed, drainage, and the choice and care of turf.

Other sections deal with choice of sites, specifications, bills of quantities, costs, and maintenance. There is also a glossary of definitions.

Statistics and technical information is given in a comprehensive set of appendices dealing with such subjects as seed mixture, recognition of soil texture, and sampling of seed; appendices also deal with the Standards for School Premises Regulations, 1954, and provide a list of reference books. Diagrams illustrate many of the recommendations in the text.

Acknowledgment of assistance in compiling the Bulletin is made to the Sports Turf Research Institute, the National Playing Fields Association and a number of local education authorities.



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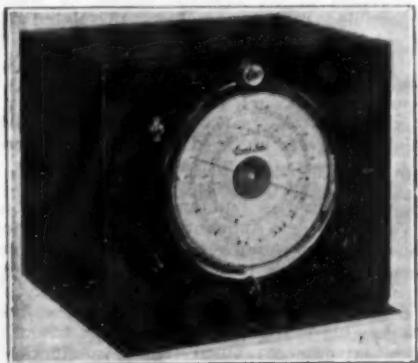
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## Education and the Village School

### 775 Village Schools to be Reorganized.

In a broadcast on January 30th Mr. Henry Morris, until recently Director of Education for Cambridgeshire, said: "Agriculture must be more than technically and mechanically efficient. It must provide an attractive way of life."

Speaking at Histon, Cambridgeshire, Mr. Dennis Vosper, Parliamentary Secretary to the Ministry of Education, said that Mr. Morris had always realized that education can make a great contribution towards rehabilitating the countryside and now that the battle against numbers is being won, further advances in education have been made, with particular regard to this problem. On November 30th the Minister announced his plan; on January 15th local education authorities submitted their proposals and last month it was announced that in the financial year beginning April, 1955, in addition to the normal programme, 140 new secondary schools would be started in rural areas. These will provide 40,000 additional places and will enable no less than 775 village schools to be reorganized. There is no doubt that local authorities have seized this opportunity to ease their educational and rural problems.

All this should give great encouragement to people in rural areas but, said Mr. Vosper, it may also have the effect of bringing fresh anxiety about the future of the village school when the new secondary schools are completed.

The village school provides a homely atmosphere which is very much the interest and attraction of the surrounding countryside. It is a place where, at its best, personal attention can be given to the needs of the children. The policy then must be to maintain the village school unless there is a good reason to the contrary.

What are these good reasons? Reorganization resulting in primary schools of hopelessly uneconomic numbers, or a handful of children spread over the whole age range of five to eleven years; where a vastly better education can be obviously provided at an adjacent school, or where it becomes impossible to replace a teacher in an isolated village. Usually a combination of these circumstances will be necessary before a closure is approved and it is the Ministry's policy to judge each case on its merits.

Before approving a closure, consideration must be given to such questions as the transport of younger children, denominational interests involved and the great need to ensure that whatever the future of the schools, the community spirit of the village is not destroyed.

Whilst on occasions bad buildings can be a reason for closure, this should be less frequently the case in the future because, with the extension of the minor works programme recently announced, it is now possible to spend up to £10,000 on any one project and there is no limit to the number of projects that may be authorized. For £10,000 it should be possible to rebuild a small village school.

With the experience gained since production of Development Plans, it is evident that closure of village schools should be less frequent than was originally feared and the Minister's policy in reviewing these cases follows this approach. The number of closures approved in the period 1951-1953 was approximately half that in the period 1949-1951.

Altogether, Mr. Vosper concluded, rural education can be expected to make a full contribution towards the ideals of Mr. Henry Morris.

The National Savings Committee states that at the end of December last, 27,421 school savings groups were operating in England and Wales, an increase of nearly 200 since December, 1953. Membership of school savings groups exceeds two millions.

### A Bible for every Scholar

A suggestion that every secondary school child should have a Bible of his own was made by the Minister of Education when speaking to the Wiltshire Head Teachers' Association, at Salisbury recently.

"I should like," said Sir David Eccles, "to say a word about books for use in class and in school libraries. My information is that the provision in this county is no worse than in several others, but it is not wholly satisfactory. In the times of greatest stringency the Ministry of Education have never asked local education authorities to economize on books. Teachers ought not to be starved of these essential tools of their trade.

"There is one book in particular which I was shocked to learn from the recent Report on Religious Education in Schools is in short supply, and that is the Bible. In the junior schools, children need single Gospels or shorter Bibles in bold clear type, and enough copies for every child in the class to have one in his hands. At the top of the junior school, the complete Bible is wanted, and, again, enough copies for every child to learn to find his way about.

"In the secondary school, it seems to me that the Bible is a book which every child ought to have at hand at any time. I rejoice when parents, or god-parents, give the Bible as a present. One hopes of course that the type in which it is printed will make it a pleasure to read. But some children are never given a Bible, or do not want to bring it to school. I should like to see these children equipped with a Bible to treat as their own at school. Then, when the time comes to leave school and the boy or girl said 'I would like to keep my school Bible,' we might well consider letting them take it with them into the big world."

### Teachers' Superannuation

A meeting representative of the local authority associations and teachers' associations in England and Wales, Scotland and the L.C.C. was held at the Ministry of Education last month, presided over by Sir David Eccles, the Minister of Education, accompanied by Lord Home, the Minister of State for Scotland, Mr. J. Henderson Stewart, the Joint Parliamentary Under-Secretary of State for Scotland and Mr. D. F. Vosper, Parliamentary Secretary to the Ministry of Education. The meeting considered the problem of teachers' superannuation and, after a full discussion of it in all its bearings, it was agreed that certain technical data should be assembled for consideration by a further meeting to be held as soon as possible. The bodies represented were the Association of Education Committees, Association of Municipal Corporations, Association of Teachers in Technical Institutions, County Councils Association, Joint Committee of the Four Secondary Associations, London County Council, National Union of Teachers, Association of County Councils in Scotland, Association of Councils of Counties of Cities of Scotland, Educational Institute of Scotland, and the Welsh Joint Education Committee.

**The World Youth Forum** is staged annually in America by the New York *Herald Tribune* newspaper. The Council for Education in World Citizenship are organizing a smaller version of the Forum in London, sponsored financially by the Ford Foundation and the *Observer* newspaper which will take place at the Royal Festival Hall, on March 31st from 2-30 to 5-0 p.m. There will be delegates aged sixteen to eighteen from thirty countries and the discussion on "Roots of Prejudice" will be started by the delegates from Israel, the Arab States, the Gold Coast and South Africa. Further details from C.E.W.C., 25, Charles Street, W.1.

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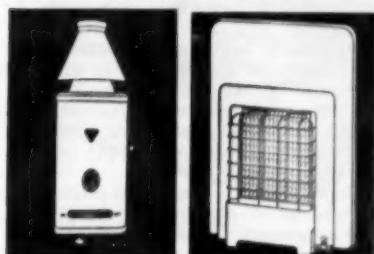
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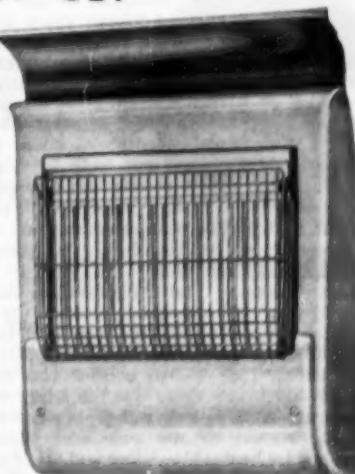
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## Are Youth Committees Effective?

*A Question posed by MR. GORDON EITE, in "The Youth Officer," the official bulletin of the National Association of Youth Officers.*

As far back as 1943, in the official report "Youth Service after the War," there was a recommendation that the Ministry of Education might well collect and issue for the guidance of all youth committees the information which must be available on the working of these committees. This has not been done, and successive economy circulars have whittled down the effectiveness and sapped the power of youth committees. Now, in 1955, there is still no authoritative comment on the Youth Service. The Minister is known to have a wealth of information at his command. Her Majesty's Inspectors have surveyed in detail a great many areas of the country. This documentary evidence is the best unbiased assessment of Youth Service in existence. It has so far been kept secret. The Youth Service would benefit from a frank document of guidance based on practical experience and achievement. Furthermore, this document could include a clear statement of the facts of membership of youth organizations and show where the 15-20 age group membership really is.

A national conference of the high officials and policy makers of the national voluntary youth organizations and the local education authorities was held in 1951 at Ashridge. It promised to be of great significance in post-war youth service. In fact it neither faced nor solved any problem. Nevertheless, the calling of such a conference, by the impartial King George V Jubilee Trust, was in itself a recognition that the Youth Service was in need. That there was little agreement on the problems, or the proper way to meet them does not prove that they do not exist, nor has anything happened since to suggest that there is any lessening of the need now.

There is a strange reluctance to face the fact that young people over the age of fifteen years are now less easily attracted into youth organizations and that once in membership they often find the programme and conditions unsatisfactory and unsatisfying. In many cases membership has fallen and though there are signs that the continued fall has been arrested, the vital problem remains in an acute form. Miss Jephcott's excellent research has given specific evidence of facts well known to every youth officer. The Youth Service is not dead, or even chronically sick, but it is not strong enough to do the job it originally set out to do. The problem is not one of diagnosis but of treatment and this is clearly the responsibility of the Youth Committees.

The decline of youth committees can be traced back beyond the economy period, even to the 1944 Act. Partly because of the recognition by the Act itself (re-affirmed in the Ministry of Education Pamphlet No. 8—Further Education), that Youth Service was an integral part of further education, there was too ready an assumption that the battle of the pioneers had been won. Drifting in the rushing waters of the provision of school places and damaged by heavy blows fore and aft of successive economy measures the ship has lost way. Faint calls to action have not yet restored the rhythm and drive of the war years.

Now again the signs are that a new drive must start. Public conscience is stirring. The economy circulars have been superseded. Are youth committees equal to the task before them? Can they be rallied as a fighting force? Can they be given the clear vision necessary for constructive action? Where can a national revival begin?

Is there not a need for a National Youth Advisory Committee with overall responsibility to advise the Minister on Youth Service and to give a clear lead to local youth

committees? The Minister has said that he will set the pace. There are many who are ready to go along with him, but there is little point in racing around without some consideration of direction. There are many who hold that the Youth Service has never had a real chance of success because a complete well-equipped service has not yet been tried. The organization of the Service needs clear direction, the full-time worker should be accorded proper status and emoluments and better buildings must be found.

Paramount above all, youth committees should be told the job they have to do—be it called Education, Recreation or Welfare. A policy inspired by the Ministry and transmitted through youth committees—this should be the first charge on the new Minister of Education.

## This Scientific Age

### Will there be enough Scientists and Engineers?

A meeting of teachers and educationists arranged jointly by the Exeter City Teachers' Association and the Devonshire County Teachers' Association at Exeter recently was addressed by Sir David Eccles.

Speaking of the tasks facing the schools, the Minister said: "Jet aircraft, electronic factories, atomic power stations: every day the pace quickens of the scientific revolution which promises an easier, cleaner, richer life for all. But where shall we find enough scientists and engineers? Can our schools and technical colleges meet the demand for more and better training? Yes, on the score of numbers I believe we shall succeed. The imagination of teachers, parents and pupils will be stirred by the romance of modern inventions, and volunteers for science will increase each year.

"But that is not the whole answer to the challenge. What sort of men and women will these scientists and engineers be? Will they acknowledge that every single human being has a spark within more valuable than the largest atomic fire? Will they believe that the earth is the Lord's, and all that therein is?

"Our schools and teachers are at this moment educating a generation that will possess greater power for good and evil than any that has gone before. The education that they give will be judged in history not by the extent of the new knowledge but by the use to which it is put. Let us therefore teach our children to study man as well as mathematics, and when they go out into the world to build cathedrals as well as power stations."

## Milk Tablets for Schools

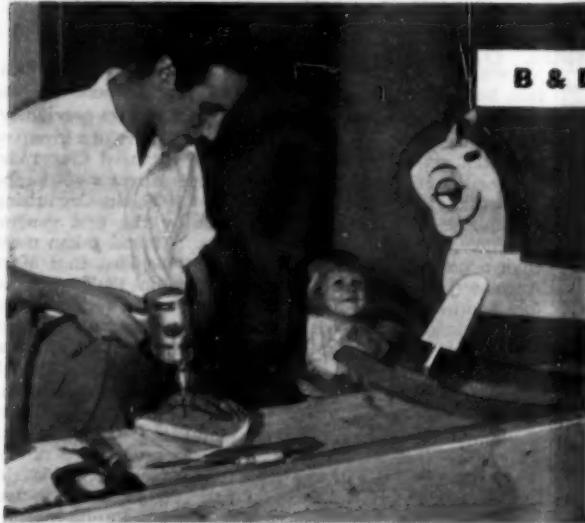
Solid milk tablets, suitably flavoured, may soon be supplied to school children.

Local education authorities have been informed that Sir David Eccles, the Minister of Education, has amended the Provision of Milk and Meals Regulations, 1945, to permit them to supply these tablets, instead of reconstituted dried milk, at the small number of maintained schools in England and Wales where no satisfactory supply of fresh milk is available.

Experiments have shown that it is possible to produce, at a reasonable price, tablets of compressed dried milk, suitably flavoured and sweetened. These tablets have the advantage that they are easy to store and distribute, and some children prefer them to dried milk reconstituted for drinking.

No particular brand of tablets is recommended: local education authorities will be free to use any type which will provide the equivalent of fresh milk prescribed under the Regulations (normally  $\frac{1}{2}$  pint per child per day) at a cost not exceeding that of fresh milk. The change in the Regulations will take effect on April 1st, next.

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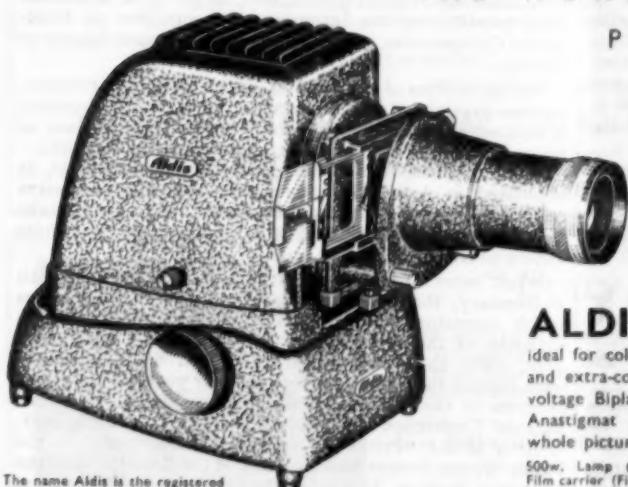


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## Teachers' Salaries

### New Burnham Recommendations.

At a meeting held in London on February 23rd the Burnham Main Committee agreed to recommend that the Primary and Secondary Schools Report, 1954, should be amended so as (a) to incorporate in an Appendix to it detailed recommendations relating to the payment of special allowances to teachers undertaking advanced work, and (b) to increase the amount available to Authorities in the "Area Pool."

These recommendations have been submitted to the Minister of Education for consideration and approval, with a request that they should be made operative on April 1st, 1955.

The proposed amendments are as follow:

*Recommendations relating to Special Allowances for Teachers undertaking Advanced Work. (Reference Section K).*

*Draft of suggested additional Appendix (Appendix X).*

1. The Committee make the following recommendations under the provisions of Section K, which are to be regarded as *minimum recommendations*. The power of the Authority to pay higher allowances for these purposes and to make allowances for other purposes is not affected.

2. For the purpose of these recommendations, advanced work is defined as work above the ordinary level of the General Certificate of Education.

3. Assistant teachers undertaking five or more periods a week of advanced work should be paid special allowances, ranging from £75 to £175, according to the extent and nature of the advanced work undertaken.

4. In small schools, i.e., one or two form entry, or in small departments of large schools, where more than one teacher is engaged in teaching a subject, the teacher responsible for the organization of the teaching of the subject in the school and undertaking some advanced work in that subject, should be paid an allowance ranging from £100 to £200 according to the extent and nature of the responsibility involved.

5. In large schools, i.e., three form entry and upwards, the teacher responsible for the organization of the teaching of a subject in which advanced work is undertaken, whether described as a head of department or as principal subject teacher, should be paid an allowance ranging from £200 to £350, according to the nature and responsibilities of the particular post.

6. The foregoing ranges of allowances relate to men teachers. The ranges for women teachers are within the discretion of the Authority under the provisions of Section K.

#### *Draft Amendment to Section K of the Report.*

1. To the existing paragraph 1 (a) add:

(Recommendations relating to special allowances for teachers undertaking advanced work are set out in Appendix X.)

2. For the existing paragraph 2 (b) substitute the following:

(b) This sum (which is described herein as the "Area Pool"), for any financial year beginning on 1st April, shall be calculated as follows:

The unit totals for the year beginning on the preceding 1st January assessed in accordance with the provisions of Part A of Appendix VII for the Primary, Secondary, Special and Nursery Schools or Departments maintained by the Authority, and Schools assisted by the Authority under Regulation 22 of the Schools Grant Regulations, shall be aggregated, and the "Area Pool" shall be calculated on the basis of 5s. 0d. for each unit of such aggregate, provided that where, in the opinion of the Authority, the sum so calculated is inadequate for the needs of the area, it may be increased by such an amount as the Minister may approve.

## Twenty-five Years since the Signing of the First Inter-Governmental Statutes on Education

(CONTRIBUTED)

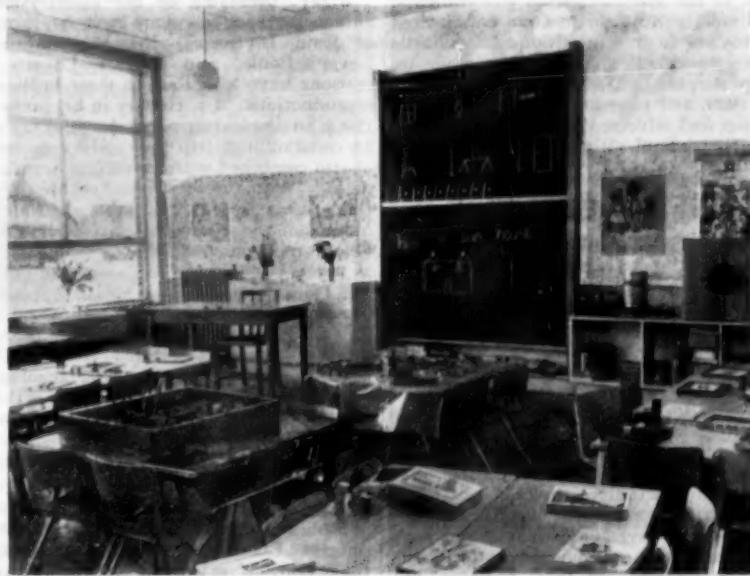
Twenty-five years ago the International Bureau of Education became an inter-governmental organization. It was established as a private undertaking, four years previously, on 18th December, 1925, through the initiative of a group of educationists under the leadership of Edouard Claparède, Pierre Bovet—who became its first director—Adolphe Ferrière and Elisabeth Rotten. From 1926, the Organizing Committee was assisted in its task by the first general secretary, the late Miss Marie Butts. It had taken more than a century for the realization of the idea that Marc Antoine Jullien of Paris had launched in 1817 when he foreshadowed the establishment of a Special Commission on Education, entrusted with collecting information about the situation of education and public instruction in all countries.

It was on 25th July, 1929—a date which coincided with the appointment of Jean Piaget to the directorship of the Bureau—that the representatives of the first three member governments (Poland, Ecuador and the Republic and Canton of Geneva) as well as the representative of the J.-J. Rousseau Institute (which had made possible the existence of the IBE during the first stage) signed the new statutes, in the offices of the Department of Public Instruction of Geneva. This event marked an important step in the history of the international organization of education since, for the first time, representatives of governments appended their signatures to a document committing them to collaborate in the educational field. The first world war had, as a matter of fact, prevented the meeting of the Intergovernmental Conference on Education, convened to take place at The Hague from 7th to 12th September, 1914; the word "education" did not figure in the Covenant of the League of Nations in 1919, and this same word was finally eliminated from the draft resolution, approved in September 1921, establishing the International Committee on Intellectual Co-operation, in connection with the same League of Nations.

The signatories of the statutes, which comprise seventeen articles, proclaimed in the preamble "that the development of education is an essential factor in the establishment of peace and in the moral and material progress of humanity," and that the activities of the Bureau would be twofold, as stipulated in Article 2, namely, "to collect information relating to public and private education, and to undertake experimental or statistical research and to make the results known to educationists."

What more appropriate, in commemorating this 25th anniversary, than to recall to mind several other dates which constitute landmarks in the development of the activities of the International Bureau of Education: 8th July, 1932, the Ministries of Education of all countries were invited to submit a report on their yearly educational progress to the Council Meeting of the Bureau (1st International Conference on Public Education) . . . April, 1937, transfer of the services of the Bureau's Secretariat to the Palais Wilson, former headquarters of the Secretariat of the League of Nations. It was here in 1938 that the first section of the Permanent Exhibition of Public Education was inaugurated . . . 16th December, 1939, the Management Committee, which on account of the war, had taken over the powers of the Council and of the Executive Committee of the Bureau, decided, in agreement with the representatives of the belligerent powers, to organize a service of intellectual assistance to prisoners of war, a service which, up till the end of hostilities, succeeded in sending to the different camps more than 600,000 scientific and literary volumes. Finally, 28th February, 1947, signature of the

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agreement ensuring collaboration between Unesco and the International Bureau of Education, and making provision, amongst other things, for the establishment of a joint committee, the publishing conjointly of various publications and the organization and convening in common of the International Conference on Public Education.

It is encouraging to note, after a lapse of twenty-five years the favourable change in the attitude of the governments towards international collaboration in matters concerning education. It is also only fair to draw attention to the efforts which the International Bureau of Education has made to render effective the principles laid down in the statutes signed on 25th July, 1929, and to remove the ostracism to which non-founded fears and adverse circumstances, in the international field, seemed bound to condemn education.

### All L.C.C. Schools Electrified

A few days ago Mr. I. J. Hayward, leader of the L.C.C., threw switch and electricity flowed in the last county school in London to remain gas-lit; and an ambitious post-war programme of electrifying more than 300 schools was completed.

There are about 900 county primary and secondary schools in London in about 700 buildings. Of these, about half were built before 1910, when electricity was first installed in a London school. Many schools built up to the early 1920's were still being fitted with gas lighting. Conversion to electricity had been started before the last war, but hostilities brought this work to a standstill at a time when it had been only partially completed.

Since the war the electrification scheme has had to take its place with many other improvement schemes and with the repair of war-damaged schools (obviously a first priority) and the building of new schools. In 1946, however, the Council decided that electricity should be installed in the remaining 300 schools where this still needed to be done. This work was to include not only the provision of electric lighting but also of power points for housecraft and handicrafts and, where required, low voltage apparatus for science work. This programme, now about to be completed after eight years work, has cost the L.C.C. some £800,000. About a hundred electrical contracting firms have been employed.

In the course of the post-war work 123,000 lighting points and 13,500 outlet sockets (plugs) have been installed. The length of twin cable used has been about 450 miles and the installed load is equal to 15,000 kilowatts.

### Essex to Reduce Mobile Film Units

At present there are normally five Mobile Film Units visiting schools in rural areas in Essex and these are manned by one driver-operator and four teachers seconded for a two-year period. During the last three years, the great increase in the number of film projectors in junior schools has reduced the demand for the service of the vans, and difficulty is now sometimes experienced in giving them a full itinerary. Out of 325 schools which have been visited in the past, only 224 now require the service of the units; and next year, when further projectors will have been supplied, only approximately 170 schools will require visits.

In view of this and the fact that two of the vans have reached the replacement stage, the Committee have decided that from the beginning of the 1955-56 school year the number of these units shall be reduced to three.

The 1955 edition of Common Ground Film Strip Catalogue has now been published and a free copy is available to any SCHOOL GOVERNMENT CHRONICLE readers on application to Common Ground, Ltd., 44, Fulham Road, London, S.W.3.

## FILM STRIP REVIEWS

### UNICORN HEAD VISUAL AIDS, LIMITED

**U.201—Creatures of the Countryside.**—The twenty-six animal pictures in colour have been reproduced from two of Enid Blyton's well-known nature books—"Animal Lover's Book" and "Nature Lover's Book." The illustrations have lost none of their brilliance in these superb reproductions. Dr. Hooker in his preface to the notes says this is an unusual strip, but does not say why. It is certainly an outstanding strip for rarely does one find such artistic charm combined with surprising accuracy and attention to detail. We have so often advocated photographs as being the best means of portraying animal life because of the poor quality of the usual illustrations that it is refreshing to be able to recommend these as serving all requirements as well as a joy to look at because of the delicacy of treatment. For Primary and Infants this is a splendid introduction to our smaller mammals, our reptiles and amphibians, though four birds are included also. The notes are mainly in the form of passages selected from the books—interesting reading, but the enthusiastic teacher will considerably amplify these. The gull illustrated is the black-headed gull, written in error as black-backed gull in the notes.

\* \* \* \* \*

**U.86—Phosphorus.**—A fine strip in colour dealing with the discovery of phosphorus, the modern sources (indicated on a map), its extraction, the preparation of amorphous phosphorus and the uses of phosphorus with special reference to matches. There are excellent diagrams showing the operations on the furnace, the dust precipitation and the condenser unit. The strip is interesting historically as giving portraits of Boyle, Berzelius, Schrotter and Albright. The lecture notes are very informative and well produced, each frame of the strip being illustrated alongside the notes—a most useful aid to the teacher in memorising the sequence of the pictures. Suitable for upper forms of Grammar schools and Technical schools.

\* \* \* \* \*

**U.171—Bethlehem.**—As all the photographs were taken in and around Bethlehem, this strip will be useful for more than the Bethlehem Story for which it is intended. The traditional idea of the stable as a wooden structure is soon dispensed with by the introductory pictures of the cave stables. There are some fine pictures of the Church of the Nativity, and the concluding frames depict outdoor scenes with shepherds, the road to Bethlehem and the visits of the Wise Men. 37 frames.

### EDUCATIONAL PRODUCTIONS, LIMITED

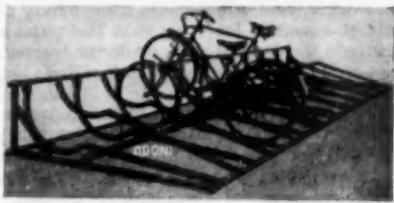
**No. 6090—Iceland, Strip 3—Volcanic Features.**—Six of the pictures here already appear in No. 6098—ICELAND, General Survey and that excellent strip will provide all that is necessary for the Primary School. For Secondary scholars and upwards the 27 frames here show practically every stage of volcanic formation. Colour greatly enhances the scene and shows the features in better perspective. Not only will this strip be of use in Regional Geography but for examples of volcanic phenomena it may safely be placed alongside any of the fine Physical Geography strips we have reviewed from time to time. Subjects treated include volcanic formation, cones, lava and sulphur deposits, crater lake, mud volcano, the Great Geyser, hot springs and use of hot water pipe lines.

\* \* \* \* \*

**No. 6136—The Little Black Lamb.**—All the delightful and colourful pictures in this strip are reproduced from the

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**CONTENTS** of the 1955 spring number of *English* (price to non-members, 5s.) include :

Articles : OLD DAMPIER, Robin Atthill.

THE NATURE OF POETRY, Margaret Willy.

THE TEACHING OF LITERATURE, Beatrice White.

THE MEETING, Clive Sansom.

Poems by Paul Griffin, Phoebe Hesketh, J. Redwood-Anderson, Margaret Stanley-Wrench, Sydney Tremayne, and others.

Reviews of Books, Poetry Review, Recent Reading, Lists of books for the classroom, and English Symposium of special interest to Teachers.

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book of the same title—No. 3 of Blandford's Very First Bible Stories—a copy of which is provided with the strip. The story, eminently suitable for Infants and lower Juniors, tells the tale of waywardness in a way which is likely to be remembered and accepted as wrong. Seven pictures show the wilful lamb with its mother and others, twelve show the wandering from the fold and the road beset with perils and nine the Good Shepherd finding the lost one and returning it. The children will love this strip.

**No. 5315—Prisoner in the Tower.**—No pains have been spared to provide an accurate and concise account of the unique escape of Lord Nithsdale from the Tower. The story of the only successful escape envisaged and made possible through his courageous wife is well known. This strip provides the background not so well known—made possible with the co-operation of the Duke of Norfolk, the Earl of Powis and the Governor of the Tower of London. Much more can be gained from this than just the story—it illustrates the people and times of the Jacobite period and some interesting correspondence is also shown in addition to many original pictures. 33 frames.

**No. 6138—Progress in Gold Coast Education.**—"Growing Up" is the other title of this strip produced and photographed in colour by the Departmentary Information Services at Accra, Gold Coast, and certainly progress is the keynote throughout the strip. Various schools and colleges are shown, many of which would be the envy of most of us here. Children and students are shown performing various activities and we are introduced to the University College now being extended to accommodate five times the present number by 1962. The strip will be useful also in indicating the people and their mode of dress—interesting from both the Regional and Social Study points of view. 36 frames.

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**CGA 636—Tobacco.**—An addition to the Primary Geography series. A map shows the tobacco growing countries and the chief growing areas in each country. Quite half the strip is given to cultivation and curing, four methods of the latter being dealt with. Then follow the tobacco auction, customs procedure, sampling and storage in bonded warehouses. The remaining portion deals with the separation and shredding of the tobacco leaves at the factory and the making of cigars and cigarettes. That tobacco can be grown in England is also depicted in three interesting photographs. Well within the grasp of the children, and a useful strip to widen the children's experience.

**CGA 633—Heat: Conduction, Convection and Radiation.**—This strip will be readily acceptable, not only because of its interest but for the variety of practical applications. The diagrams are clear and of a type which students would like to include in their notebooks. In each section question pictures are given to stimulate enquiry and as material for discussion. The section on conduction shows good and poor conductors, that on convection includes land and sea breezes and ocean currents, while the author in dealing with the more difficult subject of radiation has thought it wise to introduce simple ideas about the wave theory in general.

**CGA 658—Seaside Holiday.**—A Workshop Strip produced for Infant Reading. The words are in the original script writing of the author and very simple drawings illustrate the words or phrases as they appear. The story begins, "Tom went to the seaside in his father's car." "On Monday . . ." and so the days of the week are introduced with some fresh activity for each. A very simple strip which will claim the attention and provide interest for the beginner. 29 frames.

## BOOK NOTES

**Revision Notebooks:** English, History, Maths, Physics, Latin, French. (Basil Blackwell, 1s. each net.)

Impressed—or depressed—by the repetitive nature of much of their work in teaching and marking, teachers have long been in search of some device which will free them from the drudgery which occupies so much of their time to the exclusion of what they feel to be more worth-while class-room work. If only there were some handy note-book or synopsis of essential facts, so that the pupil could be left with it to do the donkey-work while the teacher devoted his energies to dealing with special difficulties, helping the backward or forging ahead with the brilliant, then school life would be both pleasanter and more profitable. These Revision Notebooks are an attempt to solve this problem. They vary both in method and in the extent to which they succeed. In his Notes on Learning History, for example, Mr. Charles Edwards of Ampleforth College offers a colloquially worded essay on methods of historical study, full of useful tips and sound advice, but amounting to little more than one presumes every history specialist would be daily working into his lessons. Mr. R. F. Glover gives in his Notes on Latin, a convenient summary, a sort of combined digest of Kennedy and Bradley. Perhaps the most successful of the series is the anonymous Physics Notes, for this subject lends itself to the compiling of a collection of essential laws and formulae. The Notes on French has the usual list of irregular verbs and a series of warnings against the commoner pitfalls; one might, however, have wished for a clearer statement of the order of pronouns preceding the verb. The Notes on English contains a fairly successful attempt to reduce the onus of marking in this subject to manageable proportions (an urgent matter if the Ministry's drive for more written composition in secondary schools gets under way). The least satisfactory pamphlet is the Mathematics Notebook. It is addressed to "the doubtful candidate (for G.C.E. Ordinary) who is willing to make some independent effort to render his grounding more sound." It is difficult to see how the pupil who has failed to make much of ten years or so of mathematics teaching by experts is likely to profit from these sketchily worked out questions on his own. One can well imagine that the teacher who relied on this instruction might find it "return to plague the inventor." But all the books have clearly been prepared thoughtfully by teachers of long experience. They are an enterprising attempt to solve a most intractable problem, and as such they deserve attention.—C.

**A History of Christianity in Yorkshire,** by Dr. F. S. Popham, M.A. (Relig. Educ. Press, 8s. 6d.)

This is the first time, we believe, that one single county has formed the sole background for a history of Christianity. The Editor, Dr. F. S. Popham, has taken great care to make the book a reliable and accurate account of the rise of Christianity in the County, by selecting authoritative writers for each of the chapters. The book deals graphically with the development of all branches of the Christian Church in Yorkshire, and although covering a great deal of ground, the writers have provided a most interesting story for the general reader, as well as sound material for the teacher and the specialist. Apart from this general interest, the book has been primarily compiled with the need of teachers and pupils in secondary modern and grammar schools in view. Most syllabuses in use in the County rightly include a section on the story of the Christian church through the centuries. The most effective



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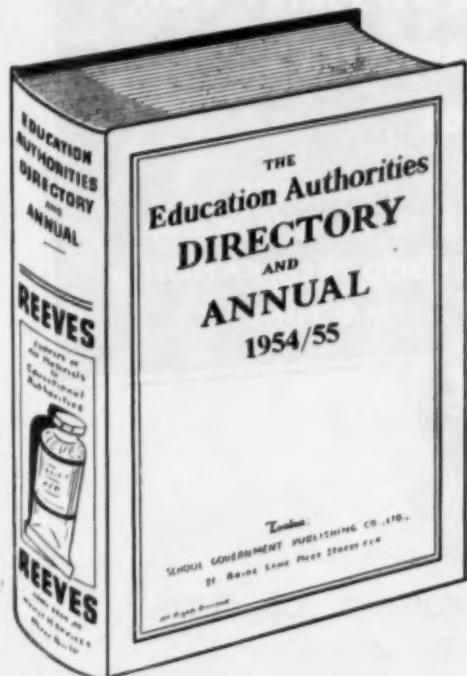
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